



# TATLER

THE COLLEGE OF NEW ROCHELLE STUDENT NEWSPAPER

## THE DECISION OF THE CENTURY

### *WILL THE COLLEGE OF NEW ROCHELLE, SAS, OPEN ITS DOORS TO MEN THIS FALL?*

by Michelle Goyke

ONE hundred and eleven years after its founding as New York State's first Catholic women's college, The College of New Rochelle is taking steps to admit men into the historically single-sex School of Arts and Sciences. If the college's initiative to become co-educational is approved by the Board of Trustees, in a meeting on December 4, men could be enrolled in the school as early as the fall of 2016.

The momentous initiative came to light in October of this year, and has since been the source of constant and often intense conversation among students, faculty, staff, and alumnae.

According to Judith Huntington, CNR's thirteenth president, the idea to admit men has been "simmering at the surface for years" but was not confronted directly until spring of last year. Huntington said that throughout much of her tenure, which began officially in 2011, she has considered the idea to be the "big elephant in the room."

In a recent interview with *Tatler*, Huntington described the process by which going co-ed transformed from a distant possibility to an active initiative.

#### STRATEGIC PLAN

The process began, Huntington said, with the development of the College of New Rochelle's Strategic Plan. Over the course of eighteen months, faculty from all four schools as well as the library established five key objectives and fourteen key initiatives in order to address a single overarching question: "What does CNR want to look like in 2020?" This Strategic Plan came to be known as "Vision 2020."

One of the key objectives of Vision 2020 is enrollment management, focusing on both the recruitment and retention of stu-



Photo credit, Claudia Benitez, SAS '15

dents across the schools. This academic year, only 56 new students enrolled in SAS. This was a decline of sixteen students from the previous academic year, according to the college's 2015 New & Continuing Student Report.

The college has seen declining admissions for years. Numerous and varied efforts have failed to stop the downward trend. It became clear that something radical had to be tried.

#### MULTIPLE CONVERSATIONS

In April 2015, Huntington met with her executive committee and began the conversation about whether and how to make the School of Arts and Sciences co-ed. Members of the committee encouraged the president to move forward but to "do her homework" by soliciting the opinions and advice of the college's numerous stakeholders.

Before starting this process, Huntington spent the summer analyzing internal and external data concerning women's colleges and

understanding what will make CNR more appealing in today's college market. Huntington also spoke to fourteen other traditionally single-sex colleges that became co-ed. One of these was Emmanuel College.

Similar to CNR, Emmanuel College was the first women's Catholic College in New England and was founded by the Sisters of Notre Dame de Namur. Emmanuel College made the decision to go co-ed in 2000 with hopes to boost enrollment of 600 students to 1,000 by 2005. According to the school's website, Emmanuel's School of Arts and Sciences now has enrollment of approximately 1,800 students. Fewer than one-third of the student body is male.

Among the first CNR groups to whom President Huntington presented the idea of making the college co-ed was the community of Ursulines. On October 19<sup>th</sup>, President Huntington met with the retired Ursuline Community at the

*continued on page 3....*

#### *Living with Males: The Res-Life Discussion*

by Cloricea Brooks

CNR's prospective transition from a single-sex to a co-ed college has sparked numerous conversations among current and former students as to the changes that would likely take place on campus, both inside and outside the classroom. Of these conversations, probably none has been as involved or contentious as that pertaining to residence life.

Tiffani Blake, CNR's Dean of Students, told *Tatler* that changes would be implemented in dormitories according to how many men enrolled. Possible set-ups range from men having their own wing with a dedicated bathroom to their having a whole floor allocated to them. Because Angela already has male residents—students from the SON and SNR—new male students would first be placed there. Ursula and Brescia would follow suit, and then possibly Maura, depending on the number of students. Males would also be given access to Ursula's Living Learning Communities.

When asked what issues she foresees with co-ed dorms, Blake said, "Issues can happen when it's not males. It depends on the proactive role of residence life staff."

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***TATLER STAFF***

**Michelle Goyke,  
Editor-in-Chief**

**Layout Editor:  
Amanda Hernandez**

**Copy Editor:  
Clorecia Brooks**

**Staff Writers/Editors:  
Bianca Jeannot  
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**Letter from the  
Editor-in-Chief**

Dearest Readers,

Throughout October and November, the CNR Community has been bustling with dialogue regarding the possibility of the School of Arts & Sciences going co-ed. On December 4<sup>th</sup>, the Board of Trustees will be making this momentous decision.

As an historically an all-women college since 1904, CNR’s decision to go co-educational is groundbreaking. Because of this, *Tatler* decided to dedicate a special edition solely to this topic. Regardless of where you stand on this critical decision, I hope that this issue gives you insight and serves as an informational resource.

Before such a decision was even brought to the table, an immense amount of information was collected and thoroughly analyzed. The opinions of CNR’s most critical stakeholders have been deeply considered and overall, there have been feelings of support and excitement for what is to come.

With this I leave you with a quote by the well-known journalist Linda Ellerbee.

“What I like most about change is that it’s a synonym for ‘hope.’ If you are taking a risk, what you are really saying is, ‘I believe in tomorrow and I will be part of it.’”

Best Wishes,  
Michelle Goyke  
Communication Arts, SAS ‘16



***Ask Koi Advice Column***

Dear Koi,  
If CNR goes co-ed, will there be tension in the classroom in regards to relationship-drama?  
Sincerely, Worried

Dear Worried,  
The College of New Rochelle, like any other college, has students that are in already existing relationships. Whether someone is straight or belongs to the LGBTQA community, all relationships go through their tough times. If your question is regarding the potential male and female relationship drama in the classrooms in SAS, I cannot say that it would be any more or less frequent due to the changing gender dynamic. We are all adults here, paying to attend a college for an education and not to play around. Whether someone chooses to engage in romantic relationships during their college career is up to them. However, they should not disrupt class or the rhythm of a course because of their personal issues. Male and female, female and female, or any other type of personal romantic relationship should be dealt with outside the classroom. If someone does create an incredible amount of tension due to their relationship, then they need to take the appropriate measures to handle it outside of the classroom environment.  
Best,  
Koi

Dear Koi,  
I’m a little worried about the way the social atmosphere might change with guys. How would I adjust to these circumstances?  
Sincerely, Nervous Nani

Dear Nervous Nani,  
I understand a sudden change in atmosphere can be scary and that is okay. The School of Arts and Sciences has been single-sex for a long time, and upper classmen of the college would feel the brunt of the change more than freshman of this year. However, if the school does decide to go co-educational for the fall semester, try not be scared of the change, but embrace it. Women and men co-exist in many other private Catholic colleges, public colleges, and universities across the world. It is possible to adjust, you just have to get in the right mindset to be prepared for the change. Once you graduate from CNR, you will encounter men in the outside work force, graduate school, and so on, it is inevitable. This change can give you experience in voicing your opinions, concerns, and adjusting to large-scale change.  
Being CNR women, we represent ourselves as women who can adapt, stand up to a challenge, and look at the bright side of education alongside men, as equals. Remember, your CNR sisters and faculty are always here for you. If you are uncomfortable or need a hand, just reach out, there will be someone to guide you.  
Best,  
Koi

Dear Koi,  
Will student leadership roles on campus be changed due to the men’s power dynamic?  
Sincerely, Curious Margie

Dear Curious Margie,  
Student leadership depends on the students. If the school decides upon coed enrollment for The School of Arts and Sciences, it will depend on the students’ ambitions and determination. Veteran student leaders should work on introducing new students, both men and women, on the ropes and chain of command of student leadership. CNR is not a college to discriminate based upon one’s sex. It is experience, drive, and the will to lead and listen that make student leaders. Current students should display these traits to incoming students, regardless of whether they are men and women, to teach and inspire. How their roles change after that is completely up to them.  
Best,  
Koi



## *The Decision of the Century* *continued from the front page...*

Ursuline Convent of St. Theresa. As the founding order of The College of New Rochelle in 1904, the Ursuline community is a critical stakeholder in this decision. According to Huntington, the Ursulines responded with great support, expressing that it was about time that the college take this critical step and their worry that CNR was getting left behind in the movement of single-sex colleges going co-ed.

At the meeting, one Ursuline recounted a quote from St. Angela Merici, the founder of the Ursuline order. “If according to times and circumstances the need arises to make new rules or do some things differently,” St. Angela wrote in *The Last Legacy of Saint Angela Merici*, c.1539, “do it prudently and with good advice.” This comment, Huntington said, gave her the confidence to move forward with

the initiative. Huntington pointed out that St. Angela was known for contradicting what was socially acceptable. The following day, in a luncheon meeting in Leland Castle, President Huntington brought the conversation to the faculty of the School of Arts and Sciences. Overall, Huntington found a general feeling of support from the faculty.

Dr. Rebecca Lafleur, a faculty member present at the meeting, expressed that by and large the faculty want SAS to survive and fear that if we do not make this transition, the school may have trouble doing so. One concern raised at the meeting regarded the availability of services for both current and new students. “If going co-ed does what it is supposed to, we will soon have more students enrolled in SAS,” Lafleur said. “With more students come more needs. We just want to be sure

that we can provide these students with the necessary services and resources.”

Another question raised by members of the faculty was, “How do we preserve our commitment to women’s leadership and social justice?” In response, planning began for development of the Institute for Women’s Leadership and Social Justice. This institute will encompass and cultivate ethical leadership for women grounded in a social justice perspective. President Huntington said that this Institute will be unique as she “hasn’t seen a program similar in any of the other institutions that she has researched.”

The feelings of SAS alumnae also have been critical in this decision especially because they fund 93% of the College’s total donations. The president met with various groups of alumnae on No-

vember 11 and November 14. Alumnae with up-to-date email addresses also have been emailed a survey. As of November 19, a majority of the alumnae respondents agreed with the decision to become co-ed.

### **DECISION APPROACHING**

On December 4, the Board of Trustees will be making their final decision. President Huntington stated that “this decision is not about going co-ed. It is about expanding our mission and our educational offerings to more students.”

Regardless of what decision is made on December 4, The College of New Rochelle is well prepared to continue tackling the numerous other initiatives in its strategic plan to make Vision 2020 a reality.

## *Living with Males* *continued from the front page...*

By the same token, Blake found that co-ed dorms are beneficial because increasing the number of students would likely increase students’ participation in residence activities, making the hall “just seem more alive.” Blake added that co-ed dorms would give both sexes the opportunity to learn about each other.

Catherine Baudendistel, SAS ’16, an RA in Ursula worries that the initiative would have a negative influence on residence life.

“I don’t think the school should go co-ed,” Baudendistel said. “Going co-ed will not affect me as much as it will others since I am graduating. However, I still will be very saddened for the current and future CNR students that won’t get to know how amazing an all-women’s college is. I wouldn’t be the woman I am today if it weren’t for CNR.”

The views of students on this matter appear to be mixed.

Nicorey Warren, SON ’19, a male nursing student who currently lives in Ursula, remains neutral on the issue. “As guy residents, it wouldn’t affect our residence life as much, but it would have a major effect on some girls,” he said.

Nuani Bernardez, SAS ’18, also lives in Ursula hall. “Though I see the value of a single sex education, there is also knowledge to be gained from the intermingling of the sexes,” Bernardez said. “Plus, it wouldn’t be a completely

new environment because we already have a few guys living here on the first floor.”

Blake insists that the administration is taking student concerns to heart. She added that she and the resident directors are considering revising overnight policies whether CNR goes co-ed or not. “There are things in action regardless, in order to make residence life engaging,” she said.

***“CNR is finally going co-ed and I’m shocked by everyone’s negative responses.”***

“We’re thinking of adding activities in residence halls like gaming systems or Greek life.” These changes could go into effect as early as the Fall 2016 semester.

The issue of co-ed residence life is also sparking debate on social media, particularly on a new Facebook group titled “CNR ALUM DIALOGUE AND COMMENTS ON SAS BECOMING CO-ED.” The group was started by Amy Hagerty, SAS ’95. Hagerty is the Coordinator of General Services for the college.

On November 17, one alumna, who did not include her name, posted an emotionally charged message on the subject. She maintains that males being



photo credit, Shruthy Philip, SON ’19

part of residence life is no more of a threat than single-sex residence life.

“CNR is finally going coed and I’m shocked by everyone’s negative response. Being all female made the school no safer from men. Remember the group of men invited onto our campus who stalked the dorms, banging on windows and doors trying to get in, who stalked the grounds following girls begging them to sign them into the dorms? And remember how these men were searched for these and all social events because ‘we need guys to make these events fun’ ... Now, wouldn’t these events be safer if the male attendants were students we knew?...And if you’re so wor-

ried about males in the dorms, most schools have women on one floor and men on another. It’s a simple fix...not wanting to go coed because you can no longer run naked in the halls is not a valid argument. You shouldn’t have been doing that in the first place.”

Until there is a decision made, the prospect of a co-ed living environment will undoubtedly continue to foster crucial conversation.



# THE ART OF GOING CO-ED

by Daniella Qureishi

The Art Department at the College of New Rochelle consists of degree programs in Art Education, Art History, and Art Therapy. The class sizes are small—classes contain on average ten female students—and students receive a great deal of individual attention from faculty members. The classroom atmosphere is generally supportive and nurturing, and very conducive to female empowerment. Many art students are now wondering how all of this might change should men enter the department.

In November, I held a discussion with members of the department to discuss the potential consequences of CNR going co-ed. All current students and faculty were invited. The majority of the participants were senior art majors. One fear that was raised during the discussion had to do with the culture of open expression within the department. Several students and professors expressed concern that having men in the department might make it harder for certain students to speak their minds. One professor, who asked to remain anonymous, said, “We invite students who aren’t people who would speak up in normal circumstances to have a voice. They’re able to speak in class, but with this change, these particular students may feel more intimidated.”

Another concern addressed during the discussion was how the presence of men would affect the artwork that women in the department produce. What will a male audience mean for art rooted in a feminist perspective? There was some disagreement on this matter. Some students in the department make work intentionally to proclaim or represent their feminist views, while other students do not explicitly identify their work as feminist in intent. The former said that it was their duty to continue to make feminist art, and that having men in the classroom would not change that. Others suspected that men might confuse their work as feminist in intent simply because they are women.

A broader aspect of the discussion concerned how the general atmosphere of the department might change. At this point, the

discussion became quite heated. “I think it will change the dynamic to have a male in an art class, especially during critique, because they’re more open and talk louder,” said Steviann Matijevic, SAS ’16, a studio-art major. “Critique” refers to a designated time before we hand in our assignments to hear feedback on our work from the students and professor.

Nohemi Payano, SAS ’16, an art-therapy major, disagreed. “In this scenario, [men] will be outnumbered and might feel shy.” In support of this view, some students who had been in art-history classes with male students reported that the men had often appeared anxious and reluctant to talk.

The discussion then turned to ways in which men might prove to be a positive influence on the art department. One student suggested that “we can build an alliance with these guys to get things done, rather than everything taking a long time.” This comment referred to the negative consequences of low enrollment on the number and size of art classes. Some students are hopeful that taking CNR co-ed would lead to an increase in enrollment and therefore allow for a wider variety of studio-art classes. It may also allow students to have concentrations within their majors, focusing on their favored medium.

Soon afterward, the atmosphere of the discussion changed drastically. Several students took offense at the prospect that the art department would flourish, but only because of the inclusion of men, who already hold political and cultural dominance.

“It’s a double-edged sword,” said Amanda Hernandez, SAS ’16, a studio-art and biology double major. “There will be more opportunities, but it is sad that we need men to do that. But we must use that to our advantage. The art department will only change if we let it. If we work hard enough, we can continue to hold to our mission.” This comment encouraged students to discuss that very mission, and their missions as artists. It is something that continues to change and develop, but it is rooted in the beliefs of the founders of school: a liberal-arts education for women in a safe and empowering space.



Photo credit, [www.cnr.edu](http://www.cnr.edu)

# Athletic MENTality

by Ja’nasha King

Pending the decision of CNR going coed, there are many departments that could be affected dramatically, and among these is the athletics department. Athletics are a critical foundation of many universities and colleges around the country, regardless if the school is single sex or co-ed.

Many have questioned the affect going co-ed may have on athletics. One answer is clear. As enrollment increases, funding does as well. Enrollment rates for many all-women institutions that went co-ed have increased greatly. Examples of such colleges that made the transformation to become co-ed are Immaculata University in 2005, Lesley University in 2005, and Williams Wood University in 2007.

There are many speculations on how going coed can hinder our athletics program as opposed to being beneficial. One concern that has ben raised is that we already lack sufficient athletic equip-

ment and facilities at our school. Expanding our athletics programs would require an upgrade and remodeling of our athletic facilities to provide more training equipment for our athletes. Another issue we currently face is that our school is designed to only house one sport at a time. This results in our athletic teams having to use other school’s facilities, such as the softball team needing to use the baseball field at Trinity, to practice.

The athletic department is currently researching the measures that would need to be taken in order to accommodate male students at CNR. John Butler, CNR’s athletics director, stated that he has begun to do research on expanding our teams, our athletic facilities, and athlete recruitment. He also has reached out to colleagues whose programs have undergone similar changes. Butler believes adding men would also increase female interest in sports at CNR, whether that means

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# Co-ed changes to CNR: What does this mean for the Science and Math Departments?

by Alyssa Medina

In light of recent discussions of the possibility of CNR fully becoming a co-educational institution, many questions have been raised by students regarding the effect such a change would have on their classroom experience. Within the science and math departments, class sizes range from twenty students to as low as four or five, especially in upper division courses. Several of the professors in these departments were asked their opinion on how co-ed classes might change their students’ experiences in previously women dominated classes.

Some professors have already had male students in their classes,

from the School of New Resources (SNR) or the School of Nursing (SON). Typically these numbers were low, maybe only one or two males per class. Dr. Denise Guinn, a chemistry and organic professor at the college has had 15 years of experience with a co-ed classroom, having previously lectured at a Jesuit Catholic liberal arts college. She has also often had male students in her CNR classes from SNR and SON. When asked about the changes, she said, “I find that more diversity, whether gender, race or socioeconomic status, makes for more vibrant class experiences.” At the same time, as a woman in the field of

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**Athletic MENTality**  
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joining teams or simply coming to watch games.

If the college decides to go co-ed, a men’s team for every sport would be created and more sports will be added. A single athlete pays an average \$28,000 of the \$46,300 tuition here after grants and loans are applied. Currently, there are five teams here at the school, which consist of roughly eight to fifteen girls on each team. With increased enrollment and the creation of male sports teams, there is a good chance that new sports teams will be added to the school, such as hockey, lacrosse, and wrestling.

A study conducted by Doug J. Chung, assistant professor of Business Administration at Harvard Business School, found that when a school goes from good to great in any sport, undergraduate applications increase dramatically. One example of his findings is the “Flutie Effect.” In a 1984 game against the University of Miami,

Boston College quarterback Doug Flutie threw a last-second, 48-yard “Hail Mary” that was caught for a game-winning touchdown. The play put Boston College on the map for college aspirants. In two years, applications shot up 30 percent.

Should CNR become stronger in athletics, there is hope that the college would eventually go Division II. Going Division II means more funding from the government and as a result, the school would be allowed to give out athletic scholarships. The more scholarships given would increase the talent that comes to the school as well.

Athletics are a critical foundation to institutions nationwide. Pending the decision made on December 4, the CNR Athletics Department will have to prepare to make the necessary accommodations for co-ed athletics recruitment, teams and facilities.

**Science and Math Departments**  
**continued from page 4...**

chemistry, Dr. Guinn is no stranger to the struggles women experience entering a field dominated by men. She recalled that during her undergraduate experience, she had no female professors, and was the only female in her graduate student research group, both of which she states “occurred a long time ago.” As a result of these experiences, she is able to appreciate what CNR has done in the past 111 years to promote education for women as leaders in science, and so CNR has filled an important need. She concludes, “Going forward from what I heard from the President, the intention is still to do what best serves women in continuing to advance the needs of women’s education, but in a co-ed classroom.”

Dr. Melanie Harasym, a biology professor in the School of Arts and Sciences, has also had experience teaching a co-ed class. She has taught Concepts in Biology, Anatomy and Physiology I and II, and Microbiology, all of which are courses that students from the School of Nursing take. She states, “There is a tendency for male students to dominate a laboratory exercise, but I require everyone to participate so not one person is able to dominate. In order to deal [with the issue], I require everyone to do their own lab work, because you will be on your own in a lab setting, and you can’t count on lab partners. Students need to be able to do things on their own.”

Dr. Harasym went on to describe her experience as an adjunct at Iona College, say-

ing, “I can deal with it just fine. Everybody participates fully. [The co-ed change at CNR] might teach some students to be more proactive. Students may become more participative because they want their voice heard, and that can be a good thing.”

Professor Michael Gilliam, a math professor, was enthusiastic about the possibility of a co-ed CNR, and how it may be an opportunity to continue our traditions through a new method. “I’m excited about having men in classrooms so that I can allow them to experience a scientific classroom that is taught from a more gender-sensitive perspective,” he said. “The sciences are usually more male dominated, if we go about this with some intentionality, we can allow male students to experience the sciences from an unconventional perspective or pedagogy.”

Being that enrollment is expected to increase if we make this transition, many professors have varying opinions on the effect increased enrollment will have on the departments. Biology professor Dr. Kostel-Hughes said, “Usually women tend to be pushed to the fringes by males in a science-oriented environment. I don’t think that would happen right away [at CNR]. Life sciences may be more female-dominated than other sciences, so it may not make as big a deal in those areas as those in Chemistry and Physics. Biology and Environmental sciences already have a large presence of

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**CNR Ursuline’s Speak on Co-Education Proposal**



by Bianca Jeannot

On November 20, 2015, two retired Ursuline sisters—both 1946 graduates of The College of New Rochelle—met with Tatler to discuss the possibility that the School of Arts and Sciences will soon admit men.

The meeting took place almost exactly a month after President Judith Huntington visited New Rochelle’s Ursuline convent to explain to the sisters the administration’s thinking on the subject, as well as to present statistics pertaining to other women’s colleges that had made the move to become co-educational.

During her visit, Huntington provided the sisters with a four-page section of Emmanuel Magazine, a publication by and about Emmanuel College, in Boston, Massachusetts. Emmanuel College was previously a private women-only liberal arts Catholic college, much like CNR.

The magazine section contained an article titled “A New Era at Emmanuel,” written by Janet Eisner, Emmanuel’s president. The article detailed the college’s decision to admit men beginning with the 2001-2002 academic year, and explained how Emmanuel would endeavor to stay true to its mission to educate and empower women. Emmanuel’s enrollment before the decision to admit men was fewer than 500 students. It currently has an enrollment of 2,082 students. After meeting with the President, most Ursulines agreed with the initiative to go co-educational.

Sister Jeanne, one of the Ursulines who met with Tatler, made a point to address social and

cultural changes that have taken place in the past half-century. “It’s a different world now from what we’ve lived in,” she said. “We know things change with time. Now, there is nothing a woman couldn’t do that a man does. Women can be just as smart. Empowering women doesn’t have to stop.”

When asked why they supported the initiative to make CNR co-ed, the sisters contrasted today’s women students with those of their own time. “In high school, girls are taught much more compared to back when we were in school,” said Sister Fran. “They know more and have been exposed to the world.” Young women are being better prepared for the world than they were in 1904, when CNR was founded, she said. Women now take on positions of authority and become public figures at a much higher rate. “Numbers of women in the public eye have risen, so even with men in their surroundings, it shouldn’t change. We are educating people. Not just women and men” she shared.

“Mother Irene established the school to create a space to educate women who needed to be taught,” said Sister Jeanne of CNR’s founder. “It is still a place for people to be taught.”

The sisters noted that an improvement in enrollment is necessary whether or not CNR’s goes co-educational. “I’d like to see our numbers go up,” said Sister Fran. “We were a class of 200 and up in 1946. I would hope to see better numbers in the coming years.”

“If not,” added Sister Jeanne, “we go backward.”



Science and Math Departments continued from page 6...

women, so I don't expect going co-ed would change that significantly."

According to Gilliam, "Enrollment will go up. I think the type of students we'll get will surprise us: An increase in women that will be more receptive to coming to a co-ed school. The gender dynamic [change in classroom] will be underwhelming for a majority of classes on campus." Dr. Guinn also was positive as he said, "I am hopeful that it will restore enrollment in our courses to prior levels, because I think women want to be in a full class where an exchange of ideas and diverse opinions can occur."

Many professors expressed their hopes that, while there is sadness that comes with the idea of changing the traditions of an all-women's college, The College

of New Rochelle will persevere and continue to bring its ideals and traditions to a new audience of prospective students.

"It's a big change," said Dr. Lynn Petrullo, professor of biology. "Sometimes we need to grieve over change, but at the same time, we need to move forward."



Dr. Melanie Harasym running "Sharknado: What Is It Like to Dissect a Shark?" at CNR's "Have You Ever Wondered?: The College Experience" event. Photo credit www.cnr.edu.

Tatler Special: Dr. Russel Taylor and the Business of Going Co-Ed



Dr. Russel Taylor with 2014/2015 study abroad scholarship recipients. Photo credit www.cnr.edu

by Michelle Goyke

On Tuesday, November 24, Dr. Russel Taylor, a retired CNR professor of business, visited Professor Brett Cooper's Principles of Marketing class as a guest lecturer. During his lecture, Taylor emphasized the importance of focus groups in marketing research. To get the class to participate, he decided to conduct a focus group of his own. The question he presented was: "Should CNR Go Co-Educational?"

Taylor asked every student in the class to say whether or not they believe SAS should go co-ed and why. To his surprise, all of the students agreed that the school should go co-ed.

Taylor then told the class that when he did the exact same focus group ten years ago, half of the class was very vocally in opposition. Taylor believed that the responses differed this time around because, he said, "the market for single-sex colleges has declined greatly. I believe that young people are more interested in sex than they were in my day."

After all of the students gave their responses, one student raised her hand and asked Taylor if he believes we should go co-ed. "I think it should if there are no serious objections to it," he said.

During the question-and-answer session after the lecture, one student questioned whether CNR would lose its unique identity

and selling point if the decision is made to become co-ed. "There is no question about it," Taylor responded. He went on to explain that CNR would have to find another selling point to emphasize in the school's marketing plan.

To conclude, Dr. Taylor said that he would bring the information he gathered from the focus group to the college's administration. Taylor has a very strong connection to CNR. He joined the CNR faculty in 1977 to help establish the business department, and taught business courses at CNR until his retirement. In 1998, he and his wife established The Russel & Deborah Taylor Foundation Scholarship for Semester-Abroad Study. The scholarship was established to help miti-

gate the cost for SAS students who want to study abroad.

As a highly respected member of the CNR community, Dr. Taylor was one of the many stakeholders President Huntington talked to regarding this decision. He is supportive of the initiative and believes that going co-ed will strengthen enrollment.

President Huntington remembers that when she met with Dr. Taylor he referred to SAS as the trunk of the CNR oak tree. "If the trunk is not healthy," he told the president, "the rest of the tree is not either."



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